DOCUMENT RESUME

ED 397 037 SP 036 756

AUTHOR Seda, E. Elliott
TITLE A Social Reconstruction Model of Supervision.
PUB DATE Apr 96
NOTE 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
PUB TYPE Information Analyses (070) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Constructivism (Learning); Curriculum Development; Educational Change; *Educational Philosophy; Elementary Secondary Education; Higher Education; Instructional Development; Learning Processes; *School Community Relationship; School Role; Social Change; Staff Development; Student Development; Teacher Student Relationship; *Teacher Supervision; Teaching Models
IDENTIFIERS *Social Constructivism

ABSTRACT

This paper presents a social reconstructionist model of supervision. The model connects schools and society, and considers the vital role teachers, students, staff, and others play in developing, designing, and implementing reforms in school and society. The model is based on the philosophy of social reconstructionism, which views schools as cultural, political, and social agencies interacting with the general society, and the purpose of education as cultivating a critical examination of subject matter knowledge and how it impacts society. From this philosophy of education, teaching is conceptualized as an activity that fosters change in school and society and as an interactive activity between teachers and students. This conception of teaching leads to a conception of supervision as transformational, involving all activities that have a direct impact on teaching and learning and of instructional development as the primary focus in the educational process. Student development, another model component, is seen as connecting student learning to societal concerns. Several models of staff development consistent with social reconstructionism are briefly described. For curriculum development a nontechnical-nonscientific approach that stresses subjective student involvement is recommended. Finally, the school-community development component is seen to be critical since the school's purpose is to prepare students for community participation. (Contains 25 references.) (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 397 037

A Social Reconstruction Model of Supervision

by

E. Elliott Seda, Ph.D.
Department of Educational Foundations
Millersville University
P. O. Box 1002
Millersville, PA 17551-0302

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E Seda

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

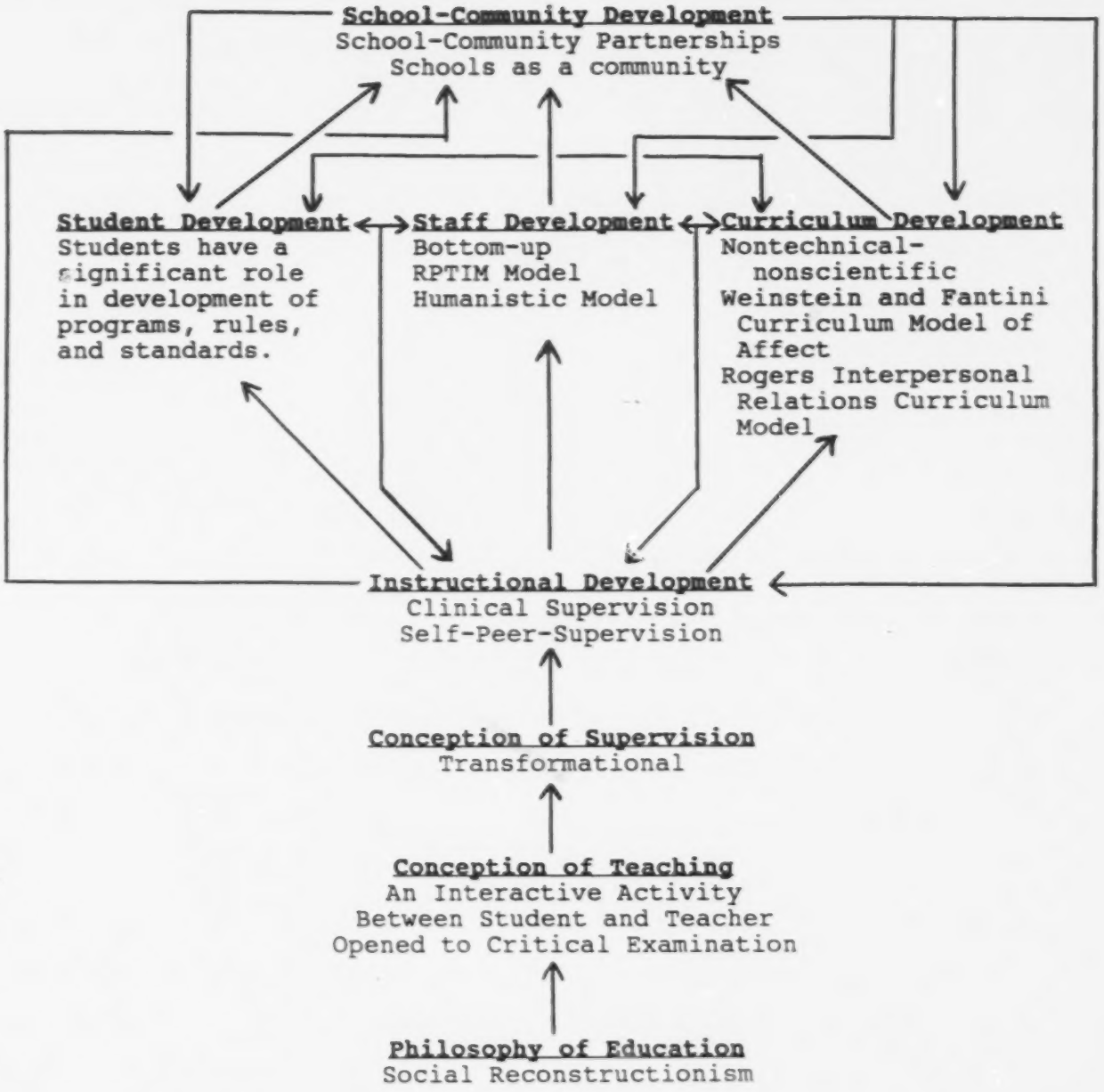
Paper Presented at the 1996 Annual Conference of the
American Educational Research Assocation
New York City

SP036756

BEST COPY AVAILABLE

In this era of educational reforms, teachers should have more significant input into what happens in schools and in classrooms. Many of the issues related to educational reform have direct impact not only in schools in general, but also in classrooms, specifically in teaching. Issues of longer school days, extended periods, alternative assessments, outcome based education, non-graded schools, pass-fail grades as opposed to letter and/or number grades all have a direct bearing on teachers, their teaching, their students, and the school. Many times teachers are not consulted about these issues or they do not make a point of being heard when decisions are made by researchers, administrators, and policy makers. Educational reforms are not only evident but so are societal reforms. Many of the former affect the latter and vice versa. As we move into the 21st century, many of these reforms will be implemented and many new ideas will arise. Because of this, teachers must take a more significant role in policy making and in the development and implementation of teaching methods.

This paper presents a social reconstructionist model of supervision. This model connects schools and society and it considers the vital role teachers, students, staff, and others have in developing, designing, and implementing reforms in schools and society. This model considers that changes must occur in schools, as we move into the 21st century, just as changes occur in society. The following illustrates the social reconstruction model:


School-Community Development
School-Community Partnerships
Schools as a community
Student Development
Students have a significant role in development of programs, rules, and standards.
Staff Development
Bottom-up
RPTIM Model
Humanistic Model
Curriculum Development
Nontechnical-nonscientific
Weinstein and Fantini Curriculum Model of Affect
Rogers Interpersonal Relations Curriculum Model
Instructional Development
Clinical Supervision
Self-Peer-Supervision
Conception of Supervision
Transformational
Conception of Teaching
An Interactive Activity
Between Student and Teacher
Opened to Critical Examination
Philosophy of Education
Social Reconstructionism

The Philosophy of Education, Conceptions of Teaching and Supervision, and Instructional Development all serve as the foundation for the model. The arrows in this foundations area indicate that one item leads to another. These items do not change since the areas above the Philosophy of Education are all based on Social Reconstructionism.

The arrows in the specific school areas from Instructional Development to School-Community Development indicate that all these are related. Initially, Instructional Development leads to School-Community Development. The former may go through other areas or it may go directly to School-Community Development. Once there is movement from Instructional Development to any other school area, the arrows indicate that one may go to another area to discuss, plan, and implement relationships and/or commonalities or go back to Instructional Development for further examination. This can be done before moving to the schools final goal of preparing individuals for society, i.e., School-Community Development. Therefore, the school areas and the way relationships and commonalities are established between them is somewhat circular, although one must start and end with Instructional Development and School-Community Development, respectively.

In each school area, there is a team that facilitates and oversees the supervision of that area. The team is composed of teachers, administrators, other staff members, students, parents, and community representatives. Each team has a leader, who all

together, become a team of supervisors that facilitate the supervision program as a whole according to the model. What follows is description of each of the areas in the model.

Philosophy of Education: Social Reconstructionism

This model has as its foundational philosophy Social Reconstructionism. This philosophy views schools as cultural, political, and social agencies, among others. Herein I will use the word social or social reforms in referring to all three terms. The purpose of education is to cultivate a critical examination of subject matter knowledge and how it impacts society. Based on this critical examination, education encourages in students a commitment to deliberate social reforms by planning for, testing, implementing and enacting programs of social revision and reform. As students receive, discuss, and construct knowledge, they critically examine traditional customs, beliefs, and values that may impede social reforms. Beliefs, knowledge, and values that are merely customary and traditional which may promote such things as inequality and oppression are examined, reconstructed, and changed. "Customary and stereotypical ways of thinking that lead to intolerance, discrimination, and superstition [are] identified and discarded (Gutek, 1988, p. 301). Social Reconstructionists believe that all educational philosophies, ideologies, and theories are

culturally, politically, and socially based and that they emerge from patterns that are conditioned by a particular time and place. Educators must realize that these bases as part of the nature of society are always changing, or need to be changing, and that these cannot be separated from each other or from schools and education. Social Reconstruction involves all areas of human activity: labor, income, property, leisure, religion, recreation, sex, family, government, public opinion, race, ethnicity, war, peace, art, and aesthetics (Gutek, 1988, p. 304). As such, this philosophy involves all subject matter in education and all areas in schools.

Conception of Teaching: An Interactive Activity Between Student and Teacher Opened to Critical Examination

From this philosophy of education, teaching is conceptualized as an activity that fosters changes in school and society. The philosophy leads to a conception of teaching before a conception of supervision because everything in schools revolves around teaching. Supervision looks at the effective performance of all areas in education but these areas are ultimately derived from teaching. Teaching, in this model, is viewed as an activity that is interactive between teachers and students in that it is a presentation of a position that is opened to critical student scrutiny for examination and analysis.

Teaching as an activity is more than merely telling or talking. It may sometimes refer to active argumentation, debate, and discussion. At other times, it may involve action, movement, and/or events that occur in conjuntion with words. Within this interaction, teachers, with their students, are agents of social change. Teaching includes actions which are intended to make individuals critically examine, and in many cases, change and be sensitive to their and to others attitudes, beliefs, values, behaviors, thinking, and conceptual knowledge. As such, teaching is a socialization process.

Finally, in the activity of teaching, students are not passive receivers of knowledge, but rather, they are active in constructing, developing, examining, and analyzing knowledge. Students come to the activity of teaching with existent knowledge and not as "blank slates."

Conception of Supervision: Transformational

This Conception of Teaching leads to a Conception of Supervision that is transformational. The scope of this conception includes classrooms, schools, school systems, local communities, and the larger society. Sergiovanni (1989) refers to supervision that is transformational as moral action or moral leadership. He states:

> Tranforming leadership deals with values, covenants, and shared purposes, and moral action is thus unavoidable when

> it is practiced. Ultimately, tranformative and moral leadership become one and the same. The emphasis shifts from such "means" values as honesty, fairness, loyalty, patience, and openness to what Burns calls "end" values. These values are concerned with the larger purposes to be served by the actions and decisions of leaders, followers, and the institutions they represent. Examples of such values are justice, community, excellence, democracy, and equality (p. 224).

Transformational supervision involves all activities which have a direct impact on teaching and learning. The focus of instructional improvement in the transformational conception is on mutual trust, the empowering of teachers, the school culture, mutual acceptance, and collegial inquiry. The transformational position on the construction of knowledge "is that, while teachers should be aware of external research and theories and consider them when generating their own knowledge, truly relevant knowledge is contextual and created by teachers" (Gordon, 1991). Therefore, because knowledge is created, the emphasis is on the process rather than the product. The responsibility for making changes and decisions regarding teaching falls primarily on the teacher. The supervisor takes a facilitating role by being nondirective as interaction with teachers occurs. Therefore, just as with teaching, supervision is an activity of critical examination but also into how other areas connect to teaching in relation to society. Supervision is defined as actions taken by people, in most cases, educators, assuming leadership roles at different times and places to bring about change, and to critically examine school and societal attitudes, beliefs, values, behaviors, and conceptual knowledge in relation to

administering, evaluating, learning, participating, supervising, supporting, and teaching.

Instructional Development

As mentioned previously, teaching should be considered first in the whole process of education before supervision. Therefore, Instructional Development is the primary focus in the educational process. In this area, different forms of methodology and pedagogy are examined, tried, and implemented especially in connection to the social context of education and schooling. As teachers look to improve their teaching, they must consider the relationship between the content and how this content is presented, and how all this impacts society. In turn, teachers encourage students to make changes or decisions that may lead to changes in school and/or society. These changes may be directed to specific issues or may involve broad general changes. In this way, teachers become agents, or facilitators, of change. As they present knowledge and encourage students to construct knowledge, teachers are constantly examining their own teaching while opening it to constructive criticism.

Instructional Development can occur in many different ways. Clinical supervision by fellow teachers or administrators in collaboration with teachers can be used in a nondirective way. For those teachers who may need more direction, the directive way may be used. Nevertheless, the goal is to move the teacher to

more collaborative or even nondirective forms of clinical supervision. In conjunction with clinical supervision, teachers can also use forms of peer coaching. This encourages critical examination of methods and pedagogy among peers. Although covering content or subject matter knowledge for its own sake may be done, knowledge should primarily have a utilitarian social purpose. This is how teachers should examine their methods and pedagogies used in teaching.

Finally, self supervision is another possibility but with a peer serving as a facilitator or resource person. This is why the preferred term is <u>self-peer-supervision</u>. Although the teachers using this form may examine and analyze their methods of teaching most of the time, it is important to touch base with colleagues. Having another set of eyes allows that other set to point out items that one may not be aware of in teaching. The following general questions may help during the supervision process in making sure that the social context of schooling is being considered:

1. Does this method of teaching consider students' ethnicity in relation to learning styles?

2. Am I considering students' real life experiences to show how this knowledge can be used in society? Am I creating sufficient relevancy to students' realities?

3. Am I providing sufficient opportunities for students to develop and solve problems that relate to a specific societal issue? This may include issues of discipline in the classroom.

4. What is my analysis and/or view of the subject matter knowledge I am presenting and its connection to how I am presenting or teaching it?

5. Am I teaching, instructing, indoctrinating, training, or brainwashing? Which of these would not foster critical examination of societal issues for the purpose of change?

These broad general questions can be addressed as the interaction in supervision, i.e., in pre- and post-conferences, is taking place. Other questions that are specific to content and methodology will arise from these but the ultimate goal in analyzing teaching for improvement is the social connection that must be made for social change.

When the Instructional Development area begins to unfold, it will automatically begin to relate to other areas in education and schooling. These other areas are interconnected as demonstrated by the lines and arrows in the illustration (p. 3). This interconnection indicates that they cannot be separated from one another. One area influences the other and influences teaching and vice versa.

Student Development

Whereas the area of Instructional Development relates to teachers and teaching, Student Development relates to students and learning. This area also involves the governing of the

school and the classroom and the role students play in this process. Students must play a significant role in the process of developing codes of conduct, codes of appearance, appeal procedures, complaints, student assistance programs, student peer counseling programs, and other standards for schools and classrooms. Students should also play a significant role in the development of courses and classroom activities and rules. Unless students are given responsibililities of ownership in their education and schooling, they will not develop the necessary skills to function appropriately in society. In addition, if rules, regulations, programs and standards are for students, they will be more apt to follow these rules and programs if they are part of the designing, development, and implementing process. Through the many student organizations in the schools, students need to consider how their decisions impact other students, teachers, staff, the school as a whole, and eventually, society. Students must be encouraged to make decisions that are beneficial to school and society rather than decisions that benefit only themselves. Individualism should be frowned upon as this benefits only "the few" or particular people. The school is a social entity. As such, students should practice making social, school reforms which will help them understand this same process outside the school.

In making changes and decisions in the schools and classrooms, students must make connections to the knowledge they are receiving, constructing, and examining in order to maximize

on their learning. Teachers and other staff members serve as facilitators and/or guides in this area of student development. What is learned should have a purpose and should connect to student realities. Thus, learning should have a practical purpose for most students. In this area, teachers combine their instructional development, their methodologies and pedagogies to different forms of learning theories. Students' ethnic, social, and religious backgrounds, among others are considered in the teaching methodology-learning theory relationship. Some questions that can be part of the area of student development are:

1. What impact do these rules, regulations, standards, etc., have on us (students), teachers, others, overall school, society as a whole?

2. How should we (students) handle those individuals that may go against these rules, regulations, etc.?

3. What must I do to maximize my learning potential?

4. How do I connect the knowledge I am receiving and/or constructing with my own experiences both in and outside of school?

Some of these questions can be addressed in meetings of student organizations and clubs but also as part of classroom discussions between teachers and students. The key factor in student development according to this model is that the impact of decisions or reforms must connect to society both in and outside

of the school. In this area, teachers, administrators, parents, and other staff are part of a team that serve as "supervisors." Their role is to facilitate and to be resource persons in the discussions and the decision making. In addition, the supervisors help students to make connections to other areas of education and schooling.

Staff Development

The Staff Development program must involve all staff in the school including teachers, administrators, secretarial, support, aides, custodial, and clerical. In addition, the program must also include students and parents. The importance of staff development is the needs of the staff and how these needs connect to instructional, student, curriculum, and school-community development. The approach used in staff development should be one of bottom-up in order to consider the social context of schooling. Several staff development models can be used which would fit appropriately to the social reconstructionist ideology.

The RPTIM model of Staff Development (Wood, 1989) would coincide with social reconstructionism with some modification. During the (R) Readiness Stage, faculty and staff members, staff developers, administration, and parents examine major problems of the district, define needs, develop a school climate that promotes diversity, open communication, decision making and problem solving skills among faculty and staff, collaboratively

develop goals for school improvement, and select methods and programs which will accomplish established goals (Wood, 1989, pp. 28-31). In the (P) Planning Stage, staff members plan the activities and programs which will lead to achievement of goals. Such things as needs assessments are done in order to help develop appropriate plans for implementation. In the third stage, (T) Training, plans are implemented to provide training for staff members to develop the necessary skills and knowledge to achieve established goals. The fourth stage, (I) Implementation is where information and skills learned in training becomes part of the daily activities of teachers and staff members. The last stage, (M) Maintenance, all staff members share the responsibility of making sure new programs are maintained, goals achieved, and certain methods are continued (Wood, 1989, pp. 31-33).

Another model that can be used in staff development is the Humanistic Model (Orlich, 1989, p. 119). This model which is based on the writings of Combs (1962) and Rogers and Freiberg (1994), is growth oriented, humanistic, stresses the affective domain and encourages expressions of emotions and feelings (Orlich, 1989, p. 119). The key to this model is identifying the needs of the individuals in the organization. Respecting the needs of others is important in order to develop goals not only for the individuals but for the staff as a whole. "The Humanistic model requires an investment of sufficient time to enable all parties to discuss their ideas and plans openly. The

entire process tends to proceed in an 'unscheduled' manner, with flexibility being the critical planning concept" (Orlich, 1989, p. 119).

Some questions that should be part of the discussion and planning of staff development are:

1. How do these skills and knowledge for the staff consider the teaching that occurs in the classrooms?

2. As connections are made to teaching, what are the social impacts of these programs, practices, and/or methods not only in reference to the school but to society?

3. What is the relevancy of these programs to the lives of teachers, students, and others?

4. How do these programs, practices, methods, etc., define more specifically the social context of schooling?

These questions are broad in scope but should be part of the discussion and interaction that occurs in staff development. It is important that staff development be related to the other areas of schooling leading up to instructional development which is where everything that happens in schools comes from: the teaching that takes place in classrooms.

Curriculum Development

Curriculum Development must also consider the social context of schooling. This is important when dealing with subject matter

knowledge. This knowledge must be made relevant to students and it must serve a utilitarian societal purpose. Unless students see how knowledge learned in school can be used in their daily lives and how this knowledge relates to decisions that are made in society, some students will not see education and learning as a process serious enough to undertake. Therefore, curriculum development must critically examine knowledge moreso for its utiliarian purpose than for its own sake. There are several curriculum development models that consider social issues, student relevancy, as well as other aspects of social reconstruction. Two will be presented in this paper.

The approach of Curriculum Development more suited to social reconstructionism is that of nontechnical-nonscientific. This approach stresses "the subjective, the personal, the aesthetic, the heuristic, and the transactional" (Ornstein & Hunkins, 1988, p. 200). What is important in this approach are the learners as they are involved in teaching-learning activities. Outputs of production are de-emphasized over the involvement of the learner in the processes of teaching and learning. The curriculum evolves during the planning and implementation. As such, it is not necessary to know all the aims and goals of education and some cannot, and may not be known at all.

> In this approach, those persons who are to be most affected by the curriculum are involved in its planning. Individual learners know themselves better than anyone else, and therefore are capable of identifying and selecting those learning experiences that will faciliatate their cognitive growth and social development. This approach to curriculum development focuses on individuals' self-perceptions and

> personal preferences, their own assessments of self-needs, and their attempts at self-integration. These are the data points for the curriculum decision-making process (Ornstein & Hunkins, 1989, p. 200).

The focus of Curriculum Development in the nontechnical-nonscientific approach is person- and process-oriented. Individuals are encouraged to grow as persons who are members of society. Two models which are under the nontechnical-nonscientific approach and that are social reconstructionist in nature are Weintein's and Fantini's Curriculum Model of Affect (Ornstein & Hunkins, 1989) and Roger's Interpersonal Relations Curriculum Model (Ornstein & Hunkins, 1989).

In Weinstein's and Fantini's model, content is organized and selected based on three divisions: (1) content which is experiential addresses students' identity, power, belonging and connection in relation to the experiences as growing individuals; (2) content which is affective connects students' feelings with their underlying interests such as feelings about social activities and friends; and (3) content which is experimental considers what students have learned in their own social context. This content, in turn, determines the skills that are necessary to maximize learning. Subject matter knowledge and skills are included with learning-how-to-learn skills, self-skills, and awareness-of-others skills. Connections are made to teaching in terms of what methods teachers employ so that students learn the content and the necessary skills that relate to the content. "The individual must come from this curricula experience as a

person feeling in control of his or her own destiny and believing that his or her ideas, values, and decisions are indeed important" (Ornstein & Hunkins, 1989, pp. 202-203).

Rogers' Model of Interpersonal Relations is based on his theory of human experience and behavior. The focus of this model is on human experiences and on the processes for solving personal and group problems.

> Rogers' model can be used for improving the attitudes, behaviors, and personal relations of students, parents, community members, and school board members, too. It can be used not only among peers (people of the same status), but also to effect relations between members of different status roles-such as a curriculum committee consisting of school board members, community members, parents, administrators, teachers, and students. In this manner, members of the curriculum committee can learn to better understand themselves and others, to become more flexible and willing to work for constructive change. It is this kind of change in human attitudes and behavior that should produce results in a curriculum team effort and for curriculum development (Ornstein & Hunkins, 1989, p. 204).

Rogers does not consider aspects of content, learning activities, values, and roles of teachers, administrators, etc., in his model when addressing curriculum issues since he is not a curriculum specialist. Nevertheless, these areas become part of curriculum development as honest and open communication takes place and as everyone's feelings about these aspects are heard and supported.

Teachers, administrators, students, and parents must play a role in developing curriculum. Curriculums must be considered a social, cultural, and political project where educational and social reforms are integral parts of the activities developed for student learning. Providing relevancy and useful knowledge that

also considers the interdisciplinary nature of reality is important for social reconstructionism to fully succeed.

School-Community Development

The School-Community Development area is where all other areas in schools lead to because the school's primary purpose is to prepare students to function in communities, in society. In this area of development, students have the opportunity of expanding and implementing their ideas for educational and societal reforms. In this area of development, partnerships should be established between the school and businesses, corporations, government, and social agencies. The community and the school must support each other culturally, politically, and socially, for example. The community must realize that future members will come from the schools. Therefore, the community must be willing to be involved in the schools and vice versa. Parents, businesses, governmental and societal agencies must be involved in school activities. Schools, in turn, must be involved in community activities. In order for direct commonalities to exist between the school and the community, the school must envision itself as a community (Sergiovanni, 1992). The group that is organized to develop school-community relations considers how educational/school reforms will impact the community and society. As a result of implementing some school reforms, would any changes and/or adaptations be necessary in

certain areas of the community? As a result of social/community reforms being implemented, would any changes and/modifications be necessary in schools (teaching, curriculum staff, students, etc.)?

Although there have been significant improvements in the area of school-community relations, more needs to be done. Many of the discussions regarding school reform do not consider the community at large. Schools need to recognize that any changes in, e.g., teaching and curriculum, will affect the community as a whole. Therefore, having representatives from the community as members of groups that deal with each area of education and schooling is important. This will result in reforms that will enable students to practice using knowledge they have learned and critically examined as they prepare themselves to work in the community/society.

Strengths and Limitations

A strength of this model may be that teaching and learning will be more effective because they will be more useful. The usefulness may come as a consequence of having knowledge that is relevant to students' lives in relation to school and society. Ideas about reform are discussed and contested, and subject matter is connected to these ideas for the purpose of bringing about change. In this sense, teachers are facilitators or agents of change with the students. This relationship between teachers

and students is expanded to include administrators, other school staff, parents, community business and governmental leaders. Therefore, administering and supervising also becomes effective. By including community individuals and taking issues that relate to culture, politics, and society, among others, what results is the practice of implementing reforms. This, in turn, develops in all individuals sensitivity to these issues, or cultural, political, and social sensitizing.

Another strength of this model is that all individuals, but especially students, are not just taught subject matter, they are taught to examine and critically understand how subject matter itself unfolds and develops. Students are taught to practice critical thinking. Students construct knowledge for themselves as they connect this knowledge to issues that are close to their lives or that are important for school and society. Students learn not to accept all knowledge as factual or at face-value, but to examine and analyze this knowledge to see what purpose it serves. This is tremendously important with the advances occurring now and in the coming century. Students must be able not only to avail themselves of these advances, but to examine and analyze who these advances serve, how these advances serve society, and if all people are benefitting from these advances or are they meant for just a few and why.

In addition, not only do teachers, students, administrators, and others develop these critical thinking skills, but they all develop the skill of cooperation and collaboration. This is

another strong characteristic of this model. Although some issues may involve sacrificing viewpoints for the good of the groups' decisions, a more appropriate way may be to integrate. Follett (Graham, 1995) states that three ways of dealing with conflict are domination, compromise, and integration. "Domination, obviously, is a victory of one side over the other" (p. 68). Although this is usually the easiest way of dealing with conflict, it is not always successful. Compromise is when "each side gives up a little in order to have peace, or...in order that the activity which has been interrupted by the conflict may go on (p. 68). Integration is when, e.g., two desires are integrated. "[This] means that a solution has been found in which both desires have found a place, that neither side has had to sacrifice anything" (p. 69). Follett's term, integration in business management is what educators may recognize as collaboration. Yet integration is deeper in that it does not involve sacrificing or compromise as some feel that collaboration does. Integration would be agreeable to the social reconstructionist ideals. It considers all ideas and opinions and they become part of the discussion of an issue so as to develop and/or result in a solution. This solution is a change or reform which is implemented for the improvement of schools and society. There is no doubt that problems arise from this whole process but the examination and reflection begin the activity of integration.

The most significant limitation of this model is that some

teachers, administrators, and other staff members may want to adhere to the traditional forms of education and schooling. People sometimes shy away from discussions when they hear the term reform because they feel it connotes a liberal agenda of some sort. Many of these individuals feel schools should be traditional in scope and education should primarily entail the three "Rs." These individuals must be made aware that change will occur no matter how strong the traditional forces are. If it is agreed that schools prepare students for society, schools have to change accordingly. The corporate world is, and has been advancing in technology at such a pace that they are requiring graduates to be prepared, educated, and trained in that technology. Unless schools make the appropriate adjustments, changes, and reforms, students will have difficult times securing places in society.

In addition, these technological changes affect other areas of society. Governmental agencies must reform and run differently because the technology is used by many of these agencies. The advances may also bring problems in communities and society as a whole creating social dysfunctions that social agencies must handle.

Reform does not always have to relate to a liberal agenda. Reform simply means change. This Social Reconstruction model takes these changes a step further by encouraging more relationships and partnerships with the rest of the school and community when dealing with reform. Overcoming the limitations

of some individuals may be done by recognizing their viewpoints and, in collabration, integrating their ideas with others in the reform process. The individuals with traditional viewpoints must be made to recognize that their viewpoints are not necessarily being eliminated and/or sacrificed but rather, they are part of other ideas for change.

Finally, it may take some time for this model to be fully implemented. Therefore, it may become more approachable if the Instructional Development area is the first area to be implemented. The other areas can follow after some time, perhaps one year, giving an opportunity for everyone to see the model unfold.

Conclusion

One aspect of the model that has not been discussed in this paper is that of assessment. Each of the models discussed within the areas of schooling have their own methods of assessment. A compilation of these assessment results can serve as an assessment for the Social Reconstruction Model of Supervision as a whole.

In concluding, this model is presented as a way of moving educators to the 21st century. As schools and society move into the new century, changes on the surface structures of these institutions will also require changes in the inner structures. The advancements in technology have been so rapid that critical

examination of knowledge must be done. In addition, critical examination of what teachers do must also be done so that these advances do not result in machines doing the thinking for all and perhaps the supervision of teachers. The following quote is from the AACTE newsletter, Brief (1995):

> Former AACTE president Dean Corrigan (Texas A&M University) asserted that "linkage, linkage, linkage is the key to the future," and this was addressed repeatedly from the rostrum, in small discussion groups, and in the wide array of papers. Partnerships between K-12 school and colleges, with other social service providers and with parents, between arts and science faculties and those in teacher education, between schools and business, and with community-based organizations and religious institutions, was a consistent theme. Partnerships, linkages, collaboration, and cooperation was widely discussed and described as the essential condition for the future of teacher education. Indeed, one of the recommendations from the congress is to codify a knowledge base on collaboration, partnership, and linkage (p. 1).

Although this quote referred to discussions on teacher education, it is used here because it also applies to schools and veteran teachers. This Social Reconstruction Model of Supervision is a start to demonstrate how these linkages and partnerships can exist in order to deal with changes, i.e., educational and social reforms.

Bibliography

Banks, J. A., & Banks, C. A. M. (Eds.). (1995). Handbook of research on multicultural education. NY: MacMillan.

Caldwell, S. D. (Ed.).(1989). Staff development: A handbook of effective practices. Oxford, Ohio: National Staff Development Council.

Combs, A. W. (Ed.). (1962). Perceiving, behaving, becoming. Yearbook for the Association for Supervision and Curriculum Development. Washington, DC: National Education Association.

Eisner, E. (1985). The educational imagination: On the design and evaluation of school programs (2nd ed.). New York: Macmillan Publ.

Feinberg, W., & Soltis, J. F. (1992). School and society (2nd ed.). NY: Teachers College Press.

Freire, P. (1990). Pedagogy of the oppressed. (32nd printing). NY: Continuum.

Gordon, S. P. (1991). Beliefs about supervision. Unpublished manuscript.

Giroux, H. (1988). Schooling and the struggle for public life. Minneapolis: University of Minnesota Press.

Graham, P. (1995). Mary Parker Follett: Prophet of management. Boston: Harvard Business School Press.

Gutek, G. L. (1988). Philosophical and ideological perspectives on education. Englewood Cliffs, NJ: Prentice-Hall.

Henson, K. T. (1995). Curriculum development for education

reform. NY: HarperCollinsCollegePublishers.

Liston, D. P., & Zeichner, K. M. (1990). Teacher education and the social conditions of schooling. NY: Routledge.

National Council for the Social Studies (1992). Task Force on Ethnic Studies Curriculum Guidelines. Curriculum guidelines for multicultural education. Social Education, 56(6), 274-294.

Orlich, D. C. (1989). Staff development: Enhancing human potential. Boston: Allyn and Bacon.

Ornstein, A. C., & Hunkins, F. P. (1988). Curriculum: Foundations, principles, and issues. Englewood Cliffs, NJ: Prentice-Hall.

Rogers, C., & Freiberg, H. J. (1994). Freedom to learn (3rd ed.). New York: Macmillan College Publishing Co.

Samuelson, W. G., & Markowitz, F. A. (1988). An introduction to philosophy in education. NY: Philosophical Library, Inc.

Schlechty, P. C. (1991). Schools for the 21st century: Leadership imperatives for educational reform. San Francisco: Jossey-Bass Publishers.

Sergiovanni, T. J. (1989). The leadership needed for quality schooling. In T. J. Sergiovanni and J. H. Moore (Eds.), Schooling for tomorrow: Directing reforms to issues that count (pp. 213-226). Boston: Allyn and Bacon.

Sergiovanni, T. J. (1992). Why we should seek substitutes for leadership. Educational Leadership, 49(5), 41-45.

Sergiovanni, T. J. & Starratt, R. J. (1993). Supervision: A

redefinition (5th ed.). New York: McGraw Hill.

Simon, R. I. (1992). Teaching against the grain: Texts for a pedagogy of possibility. NY: Bergin and Garvey.

Stanley, W. B. (1992). Curriculum for utopia: Social reconstructionism and critical pedagogy in the postmodern era. Albany, NY: SUNY Press.

Teacher ed. congress paves way for consensus agreement (AACTE). (1995). Briefs, 16(18), 1, 5.

Wood, F. H. (1989). Organizing and managing school-based staff development. In S. D. Caldwell (Ed.), Staff development: A handbook of effective practices (pp. 26-43). Oxford, Ohio: National Staff Development Council.